



School of Education & Human Sciences Student Teaching Handbook

Handbook for Teacher Education Candidates,
Clinical Supervisors and University Supervisors.



--Forward--

The capstone learning experience and opportunity for continued professional growth occurs during this important phase of teacher preparation. To ensure that these experiences are effective in the leadership development of our future educators, each teacher candidate needs the assistance of three key individuals – the Clinical Supervisor (also termed cooperating teacher) in the schools, the University Supervisor, and the Director of Student Teaching/Internship.

The Clinical Supervisors in the schools provide critical modeling and mentoring for our students. The clinical experience blends the research basis of education theories into daily practice within the context of the classroom. Clinical Supervisors' roles and responsibilities are, in part, to assist our candidates in learning how to create a classroom culture for learning, be responsive to individual students' needs, manage student behaviors, and plan for and deliver instruction that is appropriate for all students. In addition, Clinical Supervisors nurture our candidates to help them grow and develop as professionals in an environment of respect and rapport. They help our candidates understand how schools are organized and how to work with parents, the community, and other school colleagues and staff.

The University Supervisor is an extension of the program advisor. This individual represents the School of Education & Human Sciences and ensures that each teacher candidate is making significant progress in becoming a competent educator and leader. The University Supervisor schedules regular visits to classrooms, observes the instruction implemented by the teacher education candidate, and provides timely and constructive feedback. In collaboration with the Clinical Supervisor, the University Supervisor provides guidance and direction during the experience.

The Director of Student Teaching/Internship's role is to plan, prepare, and coordinate roles and responsibilities with the University Supervisor. The Director works closely with the Clinical Supervisor and the University Supervisor to ensure that candidates are provided appropriate feedback to support the teacher candidate's professional growth.

Our teacher education candidates are about to embark on the most exciting and challenging aspects of their preparation. The KU School of Education & Human Sciences faculty is very confident that they are well prepared to share the wealth of knowledge and skills that they have learned and demonstrated during their professional studies. We know that they care deeply about all students and are committed to their learning. We are very proud of them and look forward to watching them mature and grow in confidence and abilities throughout the upcoming year. We believe they are well prepared to demonstrate themselves as leaders.

The purpose of this handbook is to facilitate communication and to build a strong partnership. By reviewing the professional responsibilities for the field placements, suggestions for the Clinical Supervisors and University Supervisors, and the Conceptual Framework of the School, everyone will better understand their roles and how each interrelates with others in this partnership. You may also access our website, www.soe.ku.edu/fieldexp. It will provide you with additional and updated information.

You have our very best wishes for the upcoming academic year.

Sincerely,
Dr. Kelli Thomas, Associate Dean

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--Part I: Introduction--

The Conceptual Framework and Mission: Preparing Educators as Leaders

The primary mission of the School of Education & Human Sciences is to prepare educators as leaders as stated in the School Code:

Within the University, the School of Education & Human Sciences serves Kansas, the nation, and the world by

- (1) preparing individuals to be leaders and practitioners in education and related human service fields;
- (2) expanding and deepening understanding of education as a fundamental human endeavor; and
- (3) helping society define and respond to its educational responsibilities and challenges.

The components of preparing educators as leaders that frame this mission for our initial and advanced programs are Research and Best Practice, Content Knowledge, and Professionalism. These interlocking themes build our Conceptual Framework. Within the framework, our programs combine a strong liberal arts and sciences education tradition with field-based pedagogical experiences that together foster thoughtful inquiry about schools, classrooms, labs, studios, all student learners, and the enterprise of schooling.

Our unit-wide perspective on the educational process views the learner as active in the development of constructing meaningful knowledge and ensures that systems of education are analyzed. In the initial stage of our programs, our candidates learn *what* they are teaching; *how* they should teach it; the importance of understanding *whom* they are teaching; the *skills* to teach effectively; Our candidates are well prepared to establish enriching learning environments; they know how to continually assess student understandings, attitudes and abilities; and make instructional decisions about which opportunities might improve student learning. While recognizing that competence in such matters as content, human growth and development, health, curriculum, assessment, psychology, and cognitive science are essential components in the preparation of competent teachers, we place research and best practice, content and pedagogical knowledge and professionalism at the core of our program.

As our candidates reach the advanced stage of our programs, they move beyond essential entry-level knowledge, skills, and competency to a fully professional level of these elements of practice. The advanced knowledge, skill and competency acquired by candidates in these programs prepares them not only to be stronger educators (classroom teachers), but also provides them with the advanced and specialized background to allow them to be leaders in their respective educational settings and positions. As (prospective) leaders, candidates will be in strategic positions that will allow them to provide guidance and direction to the students and faculty with whom they work, to the educational and professional venues in which they serve, and to the communities in which they live. To this end our programs expect all students to acquire knowledge and understanding of basic educational research methods and proficiency at reading, using and adapting the research literature to their work

with individuals (students, faculty, and parents) and the systems and institutions within which they will work. We further expect all students to acquire an understanding and appreciation for individual diversity—including age (development/maturation), color, disabilities, ethnicity, gender, language, national origin, race, religion, sexual orientation, and social economic status.

It is our goal to provide our candidates with the advanced knowledge and skills to be model educators who assume leadership positions in their schools, districts, profession, and community—and by so doing enhance the education of students and the lives of those students and their families.

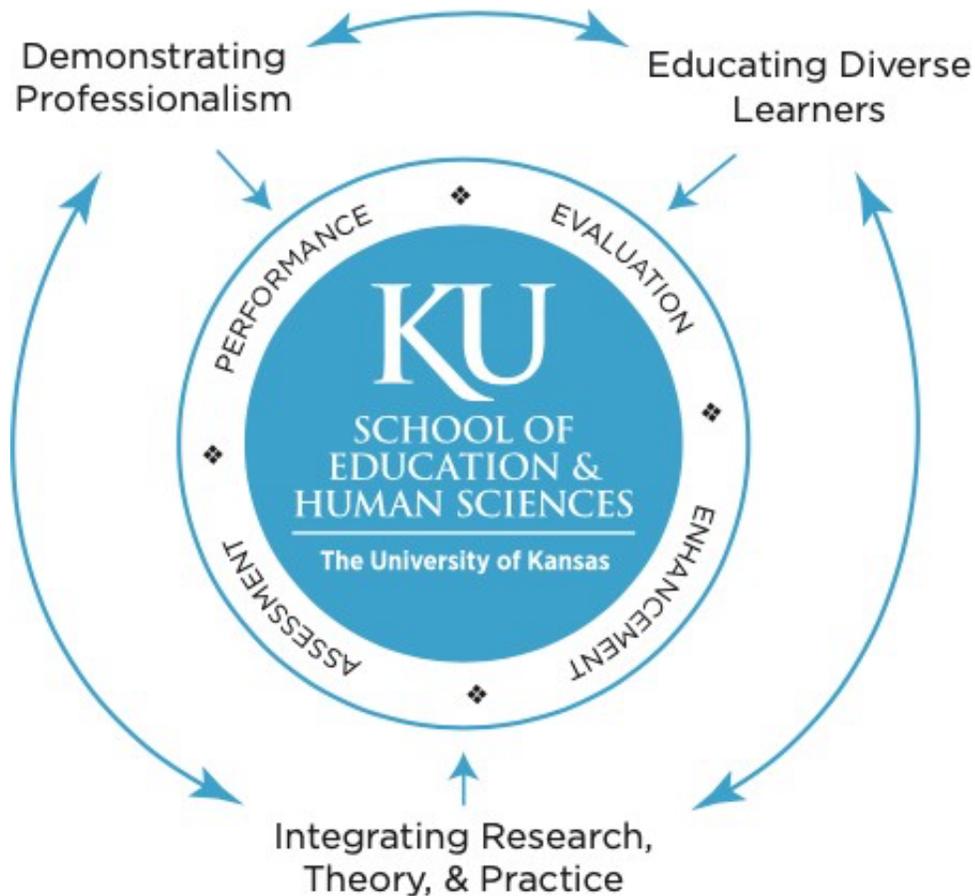
The Education Professional's Code of Ethics

The educator, believing in the worth and dignity of each human being, recognizes the supreme importance of the pursuit of truth, devotion to excellence, and the nurture of the democratic principles. Essential to these goals is the protection of freedom to learn and to teach and the guarantee of equal educational opportunity for all. The educator accepts the responsibility to adhere to the highest ethical standards.

The educator recognizes the magnitude of the responsibility inherent in the teaching process. The desire for the respect and confidence of one's colleagues, of students, of parents, and of the members of the community provides the incentive to attain and maintain the highest possible degree of ethical conduct. The Code of Ethics of the Education Profession indicates the aspiration of all educators and provides standards by which to judge conduct.

The remedies specified by the NEA and/or its affiliates for the violation of any provision of this Code shall be exclusive and no such provision shall be enforceable in any form other than the one specifically designated by the NEA or its affiliates.

To view a complete copy of the Professional Code of Ethics, go to <http://www.nea.org/home/30442.htm>



The School of Education & Human Sciences has identified three central themes upon which programs are based: 1) integrating research, theory, and practice; 2) educating diverse learners; and 3) demonstrating professionalism. These three interlocking themes are paramount to the framework that permeates our academic programs of study.

Kansas Professional Education Standards

#1 The educator demonstrates the ability to use the central concepts, tools of inquiry and structures of each discipline he/she teaches and can create opportunities that make these aspects of subject matter meaningful to students.

#2 The educator demonstrates an understanding of how individuals learn and develop intellectually, socially, and personally and provides learning opportunities that support this development.

#3 The educator demonstrates the ability to provide different approaches to learning and creates instructional opportunities that are equitable, that are based on developmental levels, and that are adapted to diverse learners, including those with exceptionalities.

#4 The educator understands and uses a variety of appropriate instructional strategies to develop various kinds of students' learning including critical thinking, problem solving, and reading.

#5 The educator uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

#6 The educator uses a variety of effective verbal and non-verbal communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

#7 The educator plans effective instruction based upon the knowledge of all students, community, subject matter, curriculum outcomes and current methods of teaching reading.

#8 The educator understands and uses formal and informal assessment strategies to evaluate and ensure the continual intellectual, social, and other aspects of personal development of all learners.

#9 The educator is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others, actively seeks out opportunities to grow professionally, and participates in school improvement process.

#10 The educator fosters collegial relationships with school personnel, parents, and agencies in the larger community to support all students' learning and well-being.

#11 The educator demonstrates the ability to integrate across and within content fields to enrich the curriculum, develop reading and thinking skills, and facilitate all students' abilities to understand relationships between subject areas.

#12 The educator understands the role of technology in society and demonstrates skills using instructional tools and technology to gather, analyze, and present information, enhance instructional practices, facilitate professional productivity and communication, and help all students use instructional technology effectively.

#13 The educator is a reflective practitioner who uses an understanding of historical, philosophical, and social foundations of education to guide educational practices.

Student Teaching Glossary

Associate Dean for Teacher Education: This individual is the School of Education & Human Sciences administrator who is responsible for the oversight of all areas and aspects of educator preparation.

Clinical Supervisor: One who teaches children or adolescents and also supervises teacher education candidates. The Clinical Supervisor is sometimes referred to as the Cooperating Teacher.

Conference Report: A written report of a 20-30 minute meeting between the candidate and the Clinical Supervisor to discuss progress, suggestions for areas of improvement, and any other issues that need to be addressed. Two Conference Report is required in the fall and three Conference Reports are required in the spring (see syllabus).

Director of Student Teaching/Internships: The KU School of Education & Human Sciences's instructor of record for the student teaching/internship courses. This individual develops the curriculum and syllabi, and coordinates and assists the University Supervisors as they observe and work with the teacher education candidates.

Dual/Split Placement: Placement with one Clinical Supervisor in one classroom setting is preferred; however, in *some* cases, teacher education candidates may have a dual or split placement. This means that they may be working with more than one teacher to accommodate the needs/schedule of the Clinical Supervisor or school, or to complete an endorsement area practicum (i.e., ESOL or SPED). A schedule will be defined and negotiated between Clinical Supervisors and with the University Supervisors assigned to the two areas.

Field Experiences Coordinator: The KU School of Education & Human Sciences's representative who coordinates placement of students in the student teaching/internship program for all undergraduate areas of teacher preparation. The coordinator acts as a liaison between the KU School of Education & Human Sciences and the cooperating school/district placements.

Formative Assessment: An assessment meant to provide un-graded feedback to the teacher education candidate about his/her teaching and related skills. The University Supervisor observes student teachers 3 times during the fall and 4 times during the spring completing a Formative assessment each time. The Clinical Supervisor observes twice in the fall and 3 times in the spring and completes a Formative assessment. The Formative assessment does not count as part of the final grade.

Internship: The semester-long experience that our elementary teacher education candidates complete in the spring semester of their senior year.

Placement School/District: A public or private school that provides facilities for professional field experiences and student teaching/internships in the teacher education program.

Seminar: A 3-credit hour course connected to the spring student teaching/internship experience.

Teacher Education Candidate: A student who is studying to be a teacher and who, as a part of their training, observes classroom instruction and does closely supervised teaching in an elementary or secondary school. The teacher education candidate reports to a School of Education & Human Sciences assigned University Supervisor.

Student Teaching: The 9–10-week experience that our elementary teacher education candidates complete in the fall semester of their senior year. Our middle/secondary students complete their student teaching experience in the spring semester of their senior year. The spring semester is 16-weeks for elementary and middle/secondary teacher candidates.

Student Teacher Assessment Rubric (STAR) Tool: At the end of each placement period – fall and spring – the Clinical Supervisors and University Supervisors will complete an online STAR evaluation. At the end of this assessment, they will recommend a grade. This assessment reflects the work from the overall student teaching/internship experience and does count as part of the final grade.

University Supervisor: The KU School of Education & Human Sciences’ representative who is responsible for supervising the teacher education candidate.

--Part II: Teacher Education Candidate--

Requirements for Student Teaching/Internships

Academic Prerequisites and Requirements

Student teaching/internship is the final experience in the teacher education program at the University of Kansas. Students planning to register for student teaching must satisfy the following prerequisites and requirements:

1. Be formally admitted to the School of Education & Human Sciences.
2. Attend the Student Teaching Information Session held the spring semester prior to the year he/she plans to student teach. Submission of all required paperwork by the due date.
3. Have completed all professional education courses required prior to student teaching. Candidates must have earned a grade of “C” or better in these courses.
4. Have an overall GPA of at least a 2.75.
5. Have a content GPA of at least a 2.5.
6. Have been approved for student teaching based on exhibiting the dispositions of a teaching professional with no evidence of concerns.

Schedule Requirements

Fall semester	Spring semester
In the fall, teacher education candidates are expected to begin their placement on the day that their assigned school requires teachers to report for the school year. This means that the candidate will be in the school usually from sometime in the second week of August through the end of the eighth week of the KU fall semester. Be sure to check the university calendar and the course syllabus for the exact ending date. Student teachers do not take the KU Fall Break unless their student teaching experience has ended.	In the spring semester, teacher education candidates are expected to begin their placement on the day that their assigned school requires teachers to report. Students begin their internship when the placement school opens for spring term in January and end the assignment at the end of April. Interns follow the school’s semester schedule taking the district’s Spring Break. This may or may not coincide with the KU Spring Break.

Dual/Split Placements

Placement with one Clinical Supervisor in one classroom setting is preferred; however, in *some* cases, teacher education candidates may have a dual or split placement. This means that they may be working with more than one teacher to accommodate the needs/schedule of the Clinical Supervisor or school, or to complete an endorsement area practicum (i.e., ESOL or SPED). A schedule will be defined and negotiated between Clinical Supervisors and with the University Supervisors assigned to the two areas. The schedule may be split by parts of each day, days of the week, or weeks in the placement. In the case of endorsement areas, there are times when the Clinical Supervisor is qualified to supervise the teacher education candidate in both areas – for example English and ESOL. In such cases, the teacher education candidate will complete requirements for both areas with the same Clinical Supervisor; however, there will most likely still be two different University Supervisors.

Requirements for Contacting Clinical Supervisors

For both fall and spring, students will contact their Clinical Supervisors (cooperating teachers) **as soon as** they receive information about their placement to introduce themselves, thank him or her and ask how they can prepare.

Requirements for Attending Orientation and Other Meetings as Announced

Student teachers will attend a **mandatory** orientation meeting with career placement representatives, School of Education & Human Sciences representatives, and University Supervisors at the beginning of both fall and spring semesters. Note: Students will oftentimes already be attending their student teaching/internship placements before this meeting occurs. They will be excused from attending their placement that day but must notify the Clinical Supervisor of their impending absence. Students are also responsible for attending any other meetings that may be announced and required as the need arises.

Teaching Schedules, Attendance and Evaluation

Recommended Timetable for Teaching

Teacher education candidates begin working in the classroom by observing and assisting the Clinical Supervisor, learning the names of students, becoming familiar with the school building, and meeting the school's faculty, and staff. This usually takes about 1-2 weeks. During this time the teacher education candidates will also begin work with individuals and small groups in preparation for the responsibility of teaching an entire class on a full-day basis. After the first 1-2 weeks,

teacher education candidates begin classroom teaching with one class and/or subject, and classes/subjects are then added until the student teacher is teaching all of the Clinical Supervisor's classes. (There may be exceptions to this when the Clinical Supervisor needs to keep one or two classes/subjects because of program requirements and/or specialized training necessary to teach in this area or at this level.) The amount of full-time teaching done by the teacher education candidate is determined by the Clinical Supervisor, University Supervisor, and teacher education candidate. However, full-day teaching for at least half of each placement is the preferred goal. About 1.5 weeks before the end of the placement, the teacher education candidate will begin to turn classes/subjects back over to the Clinical Supervisor. This is usually done over the period of about 1-2 weeks, and teacher education candidates should be using time not teaching to work with groups/individual students and to observe other teachers at the school with their permission.

Daily Attendance Requirements and Absence Procedures

Teacher education candidates are required to attend every day the school is in session with the exceptions of the Education Career Fair and Education Interview Day, which are both excused. (The Clinical Supervisor must be advised of this date and provided with lesson plans at least one week in advance.) If case of illness or an emergency situation that will require the teacher education candidate to be absent, he/she must:

- 1) *contact the Clinical Supervisor immediately;*
- 2) *contact the school office immediately;*
- 3) *contact his/her University Supervisor within 12 hours;*
- 4) *contact the absences email address within 24 hours*

If the potential absence is known about ahead of time, arrangements must be made with the Clinical Supervisor, lesson plans must be provided, and the University Supervisor and Director of Student Teaching/Internships must be notified prior to the absence. Two excused absences are allowed in the fall semester and three excused absences are allowed in the spring semester. Illness, accidents and family emergency are the only acceptable reasons for an absence. Students with unexcused absences may be withdrawn from the experience.

All other days missed must be made up after the placement period has been completed.

Arrival and Departure from School

Teacher education candidates should arrive at school when their Clinical Supervisor normally arrives and stay until she/he departs each day.

The only exception to this is if the Clinical Supervisor serves as a coach requiring extended duties before or after school. In these cases, specific arrangements should be made with the Clinical Supervisor for a routine arrival and/or departure time. **Note:** *This does not include duties such as bus duty, lunchroom duty, hall duty, check-in duty, etc. These are normal duties that teachers do on a rotating basis in most schools. The teacher education candidate is responsible for taking part in these duties.*

Attendance at School Activities

Teacher education candidates also participate in many school activities outside the classroom. Attending and participating in parent-teacher meetings, the school's open house, in-service days/ professional development, and faculty meetings is mandatory. Other activities for which attendance is not required but highly recommended include athletic events, musical programs, school plays, professional meetings, and attendance at other related school activities as they may arise.

The Clinical Supervisor may sponsor or coach a team/activity before or after school. The teacher education candidate is not required to take on this responsibility but may find it a rewarding learning experience since many teaching positions require or strongly recommend such participation.

Dress Code

Teacher education candidates are expected to comply with the adopted dress code of their assigned school. Other than ears (and body parts that cannot be seen), piercing is frowned upon and tongue piercing is NOT allowed. Tattoos should be covered. Many school districts enforce policies against tattooing in relationship to gang-related activities. For that reason, no one is allowed to display a tattoo. This includes all school staff, student teachers, and interns.

Dress should be professional at all times unless there is some event going on (field trip, lab, etc.) that requires more casual or specialized attire. While many schools have "casual" dress days or "jeans" days, be sure that clothing is still tasteful and professional. For instance, go on and wear blue jeans on "jeans day." However, the jeans should not be old, raggedy, or full of holes.

Clinical Supervisors should feel free to offer advice if they feel that the student's appearance is not appropriate. If there is any doubt about this standard, teacher education candidates should check with the Clinical or University Supervisor.

Confidentiality

Confidentiality is expected in professional discussions. These discussions may give access to student and/or school information. It is important that this information be used with integrity in a professional manner and remain confidential.

Standards of Conduct

The highest standard of professionalism during each placement is expected from every teacher education candidate during his/her time in the schools. Review the code of ethics for teachers used by the Kansas National Education Association or see the statement in the earlier section of this handbook (www.knea.org).

The Gracious Guest

The teacher education candidate is essentially a guest in the Clinical Supervisor's classroom and at the cooperating school. While a teacher education candidate may disagree with a teacher's or principal's teaching or communication style, unless someone is hurt by abusive actions, the student teacher must refrain from criticism and remain polite at all times. The candidate should talk with the University Supervisor if there are any concerns or to get tips on how to deal with a specific issue. Do not ever discuss these concerns with other teachers or staff. Also, refrain from being negative about a previous experience, Clinical Supervisor, principal or school.

Lesson Plan Responsibilities

The teacher education candidate will prepare written lesson plans for all classes he/she teaches. These lesson plans will be:

- *Typed or very neatly written depending on the preference of the Clinical Supervisor;*
- *Created in the suggested format (see syllabus) or in a format suggested/required by the Clinical Supervisor and/or school;*
- *Prepared at least one (1) week in advance;*
- *Presented to the Clinical Supervisor at least one (1) week in advance; and,*
- *Reviewed with the Clinical Supervisor BEFORE being taught.*

Failure to follow these instructions can severely damage the teacher education candidate's final grade. Any reports of the Clinical Supervisor's not receiving lesson plans according to the instructions above or commensurate with instructions agreed upon with the Clinical Supervisor will be dealt with quickly, firmly, and noted at the time of assigning the final grade. Excuses of, "I didn't know," will NOT be accepted. It is the teacher education candidate's responsibility to follow these instructions or discuss any agreed upon variation with the Clinical Supervisor.

Problems and Concerns

Most of the time, student teaching/internships go smoothly; however, there are times when problems and/or concerns may arise. The teacher education candidate's first point of contact in these instances should be with his/her University Supervisor. The University Supervisor will work with the student teacher and any other individual who needs to be involved to address the problem/concern as quickly as possible.

Restrictions to the Responsibilities of the Teacher Education Candidate

The teacher education candidate is not yet a certified teacher and has no legal authority in or out of the classroom. As such, they cannot serve as a substitute for her/his Clinical Supervisor or any other teacher in the school. In other words, in the event of the Clinical Supervisor's absence, a substitute teacher must be engaged by the school even though the teacher education candidate is present.

Additionally, the teacher education candidate may not legally assume full or unassisted responsibility for any activities (field trips, etc.) that take place off the school grounds. The student teacher may assist in these activities but a certified teacher or substitute must be present.

Absence from the classroom is something the school and the Clinical Supervisor should discuss before the arrival of the teacher education candidate. The KU School of Education & Human Sciences highly suggests that the Clinical Supervisor begin leaving the room as soon as she/he feels comfortable with the teacher education candidate's abilities with the students. Often when the Clinical Supervisor remains a constant presence, the students will turn to him/her for instruction and authority instead of to the student teacher. Most schools and school districts allow the Clinical Supervisor to leave the classroom but remain within close proximity such as in the teacher's workroom, library, or office. The teacher education candidate should know at all times where the Clinical Supervisor can be located.

Evaluation - Feedback

The student teaching/internship experience is evaluated continuously during the placement period. During this time the following forms of evaluation will occur:

- Written journals and assignments will be turned in to the University Supervisor for feedback and grading on Blackboard.
- The University Supervisor will conduct Formative Assessments of the teacher education candidate while she/he is teaching. These assessments are completed online, but can be reviewed on pages 2A-3A of this handbook. There are **three** of these observations for the fall student teaching period and **four** during the spring student teaching/internship placement. Following each observation, the University Supervisor will meet with the teacher education candidate to review the lesson and go over the Formative Assessment. The teacher education candidate must schedule days and times for these evaluations with the University Supervisor. **This is the teacher education candidate's responsibility.** Since the University Supervisor is likely to have up to 12 supervisees, it is imperative that observation dates and times be arranged well in advance. (The Formative Assessments are used as feedback only and are not used as scored items integrated into the final grade. The score is merely a measure to help the student teacher determine areas of strength and weakness for further attention.)
- The Clinical Supervisor will conduct **two** Formative Assessments of the teacher education candidate in the fall and **three** in the spring. Following the observation, the Clinical Supervisor will meet with the teacher education candidate to review the lesson and go over the Formative Assessment. These assessments are completed online but can be reviewed on pages 2A-3A of this handbook.
- Written Conference Reports will be turned in to the University Supervisor, Clinical Supervisor and Director of Student Teaching/Internships. The Conference Report requires the teacher education candidate and Clinical Supervisor to plan and conduct a 20-30 minute uninterrupted meeting to discuss progress, suggestions for areas of improvement, and any other issues that need to be addressed. Following the meeting,

the teacher education candidate will summarize the meeting in a Conference Report. Copies of this report will be turned in to:

- 1) *the University Supervisor for feedback and grading on Blackboard;*
- 2) *the Clinical Supervisor for his/her records*

Two Conference Reports are required in the fall semester, and three conference reports are required in the spring semester.

Evaluation – KU School of Education & Human Sciences - Final Grade

The final grade is the responsibility of the Director of Student Teaching/Internships in consultation with the Clinical Supervisor and University Supervisor. Both the Clinical Supervisor and University Supervisor will complete an online STAR evaluation. Both will also recommend a final grade for the teacher education candidate. Scores for graded assignments will also be used to determine the final grade.

Evaluation – State of Kansas – KU-EPA (KU Educator Performance Assessment)

The state of Kansas requires all students seeking licensure to complete the KU Educator Performance Assessment, otherwise known as the KU-EPAP. The KU-EPA is not a part of the final grade; however, it must be passed in order to receive a teaching license. It is graded by a team from the Kansas Department of Education.

The KU-EPA must be completed during the spring semester in all but a few rare cases. It requires the student to develop, deliver, and evaluate lessons. (The KU School of Education & Human Sciences will present information how to complete the KU-EPA during the spring seminar courses.) It is imperative that the teacher education candidate meet with his/her Clinical Supervisor as soon as possible to discuss the lessons considering such things as the subject area in the unit to cover, when the lessons best fits into the curriculum and class/school schedule, and which class the KU-EPA will focus on. It is strongly suggested that the candidate discuss these matters with his/her Clinical Supervisor and set dates for the unit no later than the second week of the spring placement.

Responsibilities of the Teacher education candidate

To become acquainted with the cooperating school, the teacher education candidate should accomplish the following during the first days of student teaching:

- Learn the names of students and school personnel
- Become familiar with policies of the school concerning the following:
 1. Teacher's schedule
 2. Attendance records
 3. Emergency drills
 4. Assemblies
 8. Permanent records
 9. Textbooks
 10. Discipline/Management
 11. Dismissal

- | | |
|-----------------------------|---|
| 5. Teacher responsibilities | 12. Use of school facilities |
| 6. Report cards | 13. Testing programs |
| 7. In-school accidents | 14. Signing in-out/arrival-departure time |
- Observe teacher-student relationships, noting in particular the various teaching and learning styles that prevail in the school.

To understand the activities, forces, and ideas operating within the school, the teacher education candidate should:

- Develop an understanding of the students
 1. Give remedial help to students
 2. Work with groups of varying abilities
 3. Work with cumulative records
 4. Participate in parent-teacher conferences
 5. Discuss students' learning needs with school resource personnel as needed
 6. Discuss students' learning needs with the Clinical Supervisor
 7. Observe students in various activities
- Become familiar with classroom organization and management
 1. Distribute and collect materials
 2. Check roll and record attendance
 3. Develop/Maintain a positive learning environment
 4. Discuss classroom management policies and techniques with the Clinical Supervisor
 5. Keep record of homework and student grades
- Use instructional materials
 1. Prepare classroom materials
 2. Use available materials
 3. Bring in supplementary materials
 4. Locate visual, reference, and other teaching materials in library or other school sources
 5. Learn to use educational equipment and appropriate uses of technology for instruction
 6. Examine courses of study and textbooks
 7. Set up demonstrations
- Plan for class instruction
 1. Learn proper use of manuals
 2. Prepare an instructional unit (the KU-EPA requires lessons out of a unit)
 3. Prepare daily lesson plans a week in advance
 4. Review lesson plans with the Clinical Supervisor several days before teaching
 5. Plan activities with/for the class(es)
 6. Instruct classes; guide class discussions
 7. Make assignments
 8. Monitor classroom study

9. Check notebooks, workbooks, and supplementary work
 10. Use a variety of appropriate teaching methods
 11. Utilize a variety of appropriate evaluative techniques
 12. Provide Formative feedback to students
- Evaluate student growth
 1. Create/utilize learning rubrics
 2. Grade papers, tests, projects, etc. (STAR evaluation)
 3. Evaluate homework assignments
 4. Advance students' attainment of state standards
 5. Assist with grade reporting
 6. Hold conferences with students
 7. Use data to inform instruction (with special attention that relates to Kansas state standards)
 - Engage in wider school activities
 1. Assist with extra-curricular activities
 2. Attend faculty meetings
 3. Interact with other teachers professionally
 4. Confer with Clinical Supervisor on a regular basis
 5. Work with faculty committees, if appropriate
 6. Attend selected school-related athletic and cultural events
 - Develop professional characteristics
 1. Be punctual, dependable, cooperative, and professional
 2. Dress appropriately and be well-groomed at all times
 3. Keep pace with professional literature and research
 4. Begin keeping files of lesson plans, teaching materials, ideas, etc.
 5. Cultivate a pleasant, patient, professional relationship with students
 6. Objectively reflect on strengths and weaknesses, planning strategies for self-improvement
 7. Listen and act on advice and suggestions from the Clinical and University Supervisors, as well as other professional staff at the school
 8. Seek out and attend professional development opportunities

To prepare for licensure, the teacher education candidate should:

- Make sure all academic requirements have been filled and successfully met.
- Make sure all required tests/evaluations have been taken and successfully passed.
- Make sure the KU-EPA has been completed, turned in ON TIME, and successfully passed.
- Complete all student teaching/internships successfully.

*Outline adapted from the *Western Kentucky University's Student Teaching Handbook*

--Part III: The Clinical Supervisor--

The Clinical Supervisor plays one of the most important roles in the final stages of teacher preparation. Not only does the Clinical Supervisor help provide direct clinical experiences by inviting the teacher education candidate into her/his classroom, but he/she also serves as a teacher and mentor. The theoretical study of behavioral and pedagogical concepts comes alive in the Clinical Supervisor's classroom. With the Clinical Supervisor's guidance, teacher education candidates will enact the responsibilities and tasks of a certified teacher, and further develop a professional attitude that will follow them into their teaching careers.

Selection Requirements

Clinical Supervisors are selected in a process that involves the university, school district administrators, and school administrators. The Clinical Supervisor should:

1. A valid, clear, renewable professional certificate in the field in which the Student is preparing to teach;
2. An expressed interest and desire to work with the Student and University;
3. A minimum of three years successful teaching experience under a professional license;
4. Recognition for excellence in teaching, including a positive impact on student learning and demonstrated ability to work effectively with others;
5. Cooperating school principal recommendation;
6. Effective mentoring and supervisory skills; and
7. An instructional load that is realistic and reflects an appropriate cross section of the student population and consistent with the licensure field of the Student.

Mentoring Responsibilities

Throughout the teacher education candidate's time in the classroom, the Clinical Supervisor will be one of the most, if not *the* most, important person in the learning process. As a mentor and teacher, the Clinical Supervisor will help the teacher education candidate work on and develop the skills important to becoming a successful teacher. The following are some suggestions of things the Clinical Supervisor should keep in mind to help the teacher education candidate adapt as smoothly and quickly as possible and develop positive relationships with all members of the school community.

- Let your students know the teacher education candidate will be arriving, what to expect, and introduce him/her to the students on the first day (in the fall this may be the first day of the school year).
- Let the teacher education candidate know the interests/abilities of certain students.
- Discuss classroom protocols for things such as handing in papers, grading papers and projects, recording grades, moving from one activity to the next, etc.
- Discuss appropriate behaviors and mannerisms within the classroom and school building.
- Be sure the teacher education candidate is aware of classroom rules and procedures.
- Inform the teacher education candidate about the overall objectives and goals of the classroom, school, and school district.
- Orient the teacher education candidate to the school building, regulations, use of machines, materials and supplies.

- Introduce him/her to administrators, other teachers, media specialists, etc.
- Be flexible with the teacher education candidate so he/she can experiment and develop a personal style and strategies of his/her own.
- Model professional expertise and ethical behavior at all times.
- Engage in conferences with the University Supervisor following each observation they conduct.
- Provide frequent, honest, and constructive feedback.
- Allow your teacher education candidate to participate in faculty meetings, parent-teacher conferences, and other pertinent school functions.
- Inform the University Supervisor of any concerns about the teacher education candidate's performance.
- When the Clinical Supervisor is absent, a substitute should always be called upon to supervise the teacher education candidate.
- The Clinical Supervisor should check with his/her school administration to find out if there are special school/district policies on the issue of being outside the classroom when the teacher education candidate is teaching.

Communication Responsibilities

Communication with the Teacher education candidate

Engage in feedback conferences with the teacher education candidate and thoroughly discuss the proposed lesson plans. Make the student teacher aware of the overall plan and course of study for each subject in the weeks ahead. Provide the teacher education candidate with frequent feedback. If there are problems or places that the teacher education candidate could make improvements, let him/her know immediately. Likewise, if the student teacher is doing well, make sure to tell him/her about things that are working. Without this feedback, some student teachers become nervous and confused and think they are doing everything wrong. Help them correct what needs improvement and share with them the things that are positive.

Communication with the University Supervisor

The role of University Supervisor is divided into three areas: 1) Instructing, 2) Conferencing, and 3) Evaluating. Communication between the Clinical and University Supervisor usually takes place during conferencing. During the courtesy visit, the University Supervisor will go over the general expectations for student teaching. At each visit to observe the teacher education candidate, the University Supervisor will spend some time talking with the Clinical Supervisor about how the placement is going, how the teacher education candidate is progressing, and any issues or problems that need to be addressed. The University Supervisor is the Clinical Supervisor's first point of contact with the KU School of Education & Human Sciences. If any issues or concerns arise between visits by the University Supervisor, the Clinical Supervisor should contact him/her immediately so that problems can be addressed as quickly as possible.

Evaluation Responsibilities

Daily Reviews

Timely feedback is important in any learning experience. Teacher education candidates, like all other learners, benefit from quick feedback while events of the class and/or day are fresh in mind. The best way to achieve this level of feedback is to try to set aside a few minutes each day to discuss the events of the day or particular classes/lessons, etc. This may be time at the end of the day, during a planning period, over lunch or any other convenient time. While daily reviews may not be possible each day, practicing them as often as possible can lead to a much more rewarding teaching and learning experience for both the teacher education candidate and Clinical Supervisor.

Conference Reports

Twice during the fall placement period and three times during the spring placement period, teacher education candidates are required to conduct a formal conference with the Clinical Supervisor and write a report reflecting on the content of this discussion. The conference should be scheduled to last 20-40 minutes. The teacher education candidate may use his/her own questions or ones provided in the syllabus. The object is for the Clinical Supervisor and teacher education candidate to sit down, uninterrupted, and discuss how the placement is proceeding, areas of strength and areas that need further improvement. Following the meeting, the teacher education candidate will summarize the meeting in a Conference Report. Copies of this report will be turned in to:

- 1) *the University Supervisor for feedback and grading*
- 2) *the Clinical Supervisor for his/her records*

Formative Assessment(s)

Clinical Supervisors are required to complete and submit **two** Formative Assessments for his or her student teacher half-way through the experience during the FALL. In the spring, **three** Formative Assessments will be submitted by the Clinical Supervisor. One of these two should be scheduled early in the student teaching/internship experience and one toward the middle of the experience. The Formative Assessment is to be completed online, with submission instructions provided by the candidate's University Supervisor. Following the completion of each Formative Assessment, the candidate, Clinical Supervisor and University supervisor will receive an electronic copy of the evaluation.

STAR Evaluation

At the end of the student teacher's experience, the Clinical Supervisor will submit a STAR evaluation form online. It is available on the KU School of Education & Human Sciences website (<http://www.soe.ku.edu/fieldexp/>). At the end of the STAR evaluation is a place to recommend a final grade for the teacher education candidate. The Field Placement Office and University Supervisor will provide detailed instructions for completing this evaluation when the time approaches.

Assigning the Final Grade

The final grade is the responsibility of the Director of Student Teaching/Internships in consultation with the Clinical Supervisor and University Supervisor. Both the Clinical Supervisor and University Supervisor will complete an online STAR evaluation which contains a recommend final grade for the teacher education candidate. Scores for graded assignments will also be used to determine the final grade. The Clinical Supervisor's grade recommendation is weighted each semester.

Fall and Spring Placement Periods

Fall semester	Spring semester
In the fall, teacher education candidates are expected to begin their placement on the day that their assigned school requires teachers to report for the school year. This means that the teacher education candidate will be in the school usually from sometime in the second week of August through the end of the eighth week of the KU fall semester. Be sure to check the university calendar and the course syllabus for the exact ending date. Student teachers do not take the KU Fall Break unless their student teaching experience has ended.	In the spring semester, teacher education candidates are expected to begin their placement on the day that their assigned school requires teachers to report for the school year. Students begin their internship when cooperating schools open for spring term in January and end the assignment approximately the final week of April. Interns follow the school's semester schedule, taking the district's Spring Break. This may or may not coincide with the KU Spring Break.

Recommended Timetable for Teaching

Each teacher education candidate will arrive in the classroom with a slightly different level of teaching ability. The Clinical Supervisor should remain flexible and use his/her professional judgment in creating a plan for helping the teacher education candidate transition into teaching.

Teacher education candidates begin working in the classroom by observing and assisting the Clinical Supervisor, learning the names of students, becoming familiar with the school building, and meeting the school's faculty and staff. This generally takes about 1-2 weeks. During this time the teacher education candidates will also begin work with individuals and small groups in preparation for the responsibility of teaching an entire class or on a full-day basis. After the first 1-2 weeks, teacher education candidates begin classroom teaching with one class and/or

subject, and classes/subjects are then added until the student teacher is teaching all of the Clinical Supervisor's classes. (There may be exceptions to this when the Clinical Supervisor needs to keep one or two classes/subjects because of program requirements and/or specialized training necessary to teach in this area or at this level.) The amount of full-time teaching done by the teacher education candidate is determined by the Clinical Supervisor, University Supervisor, and teacher education candidate. However, full-day teaching for at least half of each placement is the preferred goal. About 1.5 weeks before the end of the placement, the teacher education candidate will begin to turn classes/subjects back over to the Clinical Supervisor. This is usually done over the period of about 1-2 weeks, and teacher education candidates should be using time not teaching to work with groups/individual students and to observe other teachers at the school with their permission.

Dual/Split Placements

Placement with one Clinical Supervisor in one classroom setting is preferred; however, in *some* cases, teacher education candidates may have a dual or split placement. This means that they may be working with more than one teacher to accommodate the needs/schedule of the Clinical Supervisor or school, or to complete an endorsement area practicum (i.e., ESOL or SPED). A schedule will be defined and negotiated between Clinical Supervisors and with the University Supervisors assigned to the two areas. The schedule may be split by parts of each day, days of the week, or weeks in the placement. In the case of endorsement areas, there are times when the Clinical Supervisor is qualified to supervise the teacher education candidate in both areas – for example English and ESOL. In such cases, the teacher education candidate will complete requirements for both areas with the same Clinical Supervisor; however, there will most likely still be two different University Supervisors. Please be sure that the Field Placement Office is aware of the situation so that both the teacher education candidate and University Supervisor can plan to work with both teachers. Also, the School of Education & Human Sciences wants to be sure to compensate both teachers accordingly.

Letter of Reference

The teacher education candidate may ask the Clinical Supervisor to write a letter of reference for him/her. Most of the time, this is not a problem as the Clinical Supervisor and the teacher education candidate have developed a positive relationship.

It is important to note, however, that most school districts now require those applying for positions (in this case the teacher education candidates) to upload their letters of reference to the districts they are interested in themselves. In other words, any letter of reference written for a teacher education candidate will be sent to him/her for uploading to the districts of interest. Therefore, the teacher education candidate will personally receive and be able to read any letter written for them. Some Clinical Supervisors do not feel comfortable with this arrangement. If

this is the case, simply decline and suggest that they think someone else would be a better choice as a reference.

Some teacher education candidates will ask to use a Clinical Supervisor as a reference. In these cases, the Clinical Supervisor's name and contact information is sent to the school district. The school district will then send an evaluation form via email that can be filled out and filed electronically with the school district. If there is concern about the teacher education candidate seeing the evaluation, check the form for an indication that the person requesting the reference has waived his/her rights to see the evaluation.

Stipends

Clinical Supervisors do receive payment for mentoring a teacher education candidate. The money is sent to the school district, and it is then added to the Clinical Supervisor's regular paycheck. If there are any questions about the payment, these should be forwarded to the Human Resources Office of the Clinical Supervisor's school district.

-Part IV: The University Supervisor--

The role of University Supervisor is a critical, active responsibility in the student teaching/internship process. University Supervisors are often the first point of contact between the students, Clinical Supervisors, and placement school and district administrators. The University Supervisor is both a facilitator and a teacher - conferencing, instructing, and evaluating. Additionally, the University Supervisor must also be able to answer questions about KU's expectations and assist the Clinical Supervisor in his/her role.

Communicating with the Teacher Education Candidate and Clinical Supervisor

Throughout the placement period, the University Supervisor will help guide the teacher education candidate through the process of becoming a practicing teacher involved with not only teaching responsibilities but also responsibilities and relationships within the school, district, and community. Since the Clinical Supervisor is the teacher education candidate's primary mentor during the placement period, it is also vitally important to keep in close communication with this person to ensure the best educational experience for the classroom students, the teacher education candidate, and the Clinical Supervisor.

- Attend the orientation session with teacher education candidates to discuss your role as a supervisor. Email robinsonm@ku.edu for that date, time and location.
- Serve as a resource person to the Clinical Supervisor, student teacher and principal.
- Arrange a courtesy visit to the Clinical Supervisor. Take time to introduce yourself to the principal. Meet with the Clinical Supervisor (and teacher education candidate if he/she has already started the placement) to review requirements, clear up any confusion, and thank them for working with KU and the School of Education & Human Sciences.
- Take the initiative to arrange frequent opportunities for communication with the Clinical Supervisor.
- Likewise, arrange frequent opportunities for communication with the teacher education candidates.
- Read and grade teacher education candidates' journals and other written assignments, returning them as quickly as possible with feedback.
- Counsel with individual teacher education candidates concerning personal and professional problems.
- Address any concerns expressed by the KU student, Clinical Supervisor or administrators and collaborate with the involved parties to find a solution. Contact the Director of Student Teaching/Internships if the concerns warrant further intervention.
- Make the appropriate number of observational visits for each teacher education candidate you are supervising (at least three in the fall, four in the spring, and additional visits if the student is struggling).
- Conduct a follow-up conference with the teacher education candidate and with the Clinical Supervisor after each observation.
- Complete a Formative Assessment during each observation. This Formative Assessment is online and a copy can be emailed directly to the student and Clinical Supervisor.

- Conduct a final conference with the Clinical Supervisor following the last observation to discuss the overall performance of the teacher education candidate based on the STAR evaluation form.
- Complete a STAR evaluation form online for each of your teacher education candidates.
- Recommend a final grade for the experience to the Director of Student Teaching/Internships for each of your teacher education candidates.

Establishing a Relationship with the Schools

- The University Supervisor must initially meet with the Clinical Supervisor for a courtesy visit. The teacher education candidate is usually at this meeting but does not have to be. Mainly, this is a time to review requirements and establish a relationship with the Clinical Supervisor.
- If the principal is available, this would be good time to spend a few minutes with her/him. These colleagues open the door for KU students and are essential to the clinical experience component of teacher preparation. Let them know of the University of Kansas' appreciation and be attentive to suggestions or ideas they may have for the program.
- Upon entering the schools, the University Supervisor becomes a representative of the University of Kansas. Teachers and other staff members often have questions about programs and services offered. A cordial, informed response will leave a positive impression. While no one knows all the answers, offering the name of a contact person who may be in a position to offer assistance will be appreciated.
- On each visit to the school, please observe the protocol and/or regulations regarding public school visitors. Many schools require that visitors sign in and out, and all University Supervisors must wear nametags and dress professionally.

Evaluating the Teacher Education Candidates

Continuous evaluation provides the basis from which a final grade is derived. It is important that the University Supervisor provide frequent feedback to the teacher education candidate. Ideas shared in the evaluations will help him/her more clearly understand and improve upon appropriate teaching methods. Timely feedback of the teacher education candidate's performance is essential for his/ her growth. Some of this feedback comes from the written assignments that teacher education candidates submit to the University Supervisor for grading and comments. Additional feedback is shared verbally through conferencing with the student and Clinical Supervisor. A third form of evaluation is found in the written conference report as well as the Formative and STAR evaluations.

Conference Reports

Twice during the fall placement period and three times during the spring placement period, teacher education candidates are required to conduct a formal conference with the Clinical Supervisor and write a report reflecting on the content of this discussion. The conference should be scheduled to last 20-40 minutes. The teacher education candidate may use his/her own questions or ones provided in the syllabus. The object is for the Clinical Supervisor and teacher education candidate to sit down, uninterrupted, and discuss how the placement is proceeding, areas of strength and areas that need further improvement. Following the meeting, the teacher education candidate will summarize the meeting in a Conference Report. Copies of this report will be turned in to:

- 1) *the University Supervisor for feedback and grading on Blackboard*
- 2) *the Clinical Supervisor for his/her records*

Formative Assessment(s)

University Supervisors are required to complete and submit **three** Formative Assessments for the teacher education candidate during the fall experience and **four** during the spring experience. These are completed by using the iPad provided by the department on a desktop version. Following the Formative Assessment, the University Supervisor and teacher education candidate should meet to discuss the evaluation. A copy of each assessment should be given to the candidate as soon as possible via email. *Note: Clinical Supervisors complete two online Formative Assessments in the fall and three in the spring.*

STAR Evaluation

At the end of the teacher education candidate's experience, the University Supervisor will submit a STAR evaluation form online. It is available on the KU School of Education & Human Sciences website (<http://www.soe.ku.edu/fieldexp/>). The Field Placement Office will provide detailed instructions for completing this evaluation when the time approaches. At the end of the STAR evaluation is a place to recommend a final grade for the teacher education candidate. Please submit one for each student teacher you are supervising.

Written Assignments

At the end of the placement period, University Supervisors will turn in grades for the teacher education candidate's written work to the Director of Student Teaching/Internships. This will be figured into the student teacher/intern's final grade.

Assigning the Final Grade

The final grade is the responsibility of the Director of Student Teaching/Internships in consultation with the University Supervisor and Clinical Supervisor. Both the University Supervisor and Clinical Supervisor will complete an online STAR evaluation which contains a recommend final grade for the teacher education candidate. Scores for graded assignments will also be used to determine the final grade. The Clinical Supervisor's grade recommendation is weighted each semester.

Fall and Spring Placement Periods

Fall semester	Spring semester
In the fall, teacher education candidates are expected to begin their placement on the day that their assigned school requires teachers to report for the school year. This means that the teacher education candidate will be in the school usually from sometime in the second week of August through the end of the eighth week of the KU fall semester. Be sure to check the university calendar and the course syllabus for the exact ending date. Student teachers do not take the KU Fall Break unless their student teaching experience has ended.	In the spring semester, teacher education candidates are expected to begin their placement on the day that their assigned school requires teachers to report for the school year. Students begin their internship when cooperating schools open for spring term in January and end the assignment approximately the final week of April or first week of May. Interns follow the school's semester schedule taking the district's Spring Break. This may or may not coincide with the KU Spring Break.

Dual/Split Placements

Placement with one Clinical Supervisor in one classroom setting is preferred; however, in some cases, teacher education candidates may have a dual or split placement. This means that they may be working with more than one teacher to accommodate the needs/schedule of the Clinical Supervisor or school, or to complete an endorsement area practicum (i.e., ESOL or SPED). A schedule will be defined and negotiated between Clinical Supervisors and with the University Supervisors assigned to the two areas. The schedule may be split by parts of each day, days of the week, or weeks in the placement. In the case of endorsement areas, there are times when the Clinical Supervisor is qualified to supervise the teacher education candidate in both areas – for example English and ESOL. In such cases, the teacher education candidate will complete requirements for both areas with the same Clinical Supervisor; however, there will most likely be two different University Supervisors. Please be sure that the Field Placement Office is aware of the situation so that both the teacher education candidate and University Supervisor can plan to work with both teachers. Also, the School of Education & Human Sciences wants to be sure to compensate both teachers accordingly.

Assisting in the Establishment of a Timetable for Teaching

Each teacher education candidate will arrive in the classroom with a slightly different level of teaching ability. The University Supervisor may need to assist the Clinical Supervisor and teacher education candidate in establishing a schedule for teaching. Ideally, the Clinical Supervisor will remain flexible and use his/her professional judgment in creating a plan for

helping the teacher education candidate transition into teaching, however, sometimes this process needs the intervention of the University Supervisor. Below is the recommended timetable for teaching.

Teacher education candidates begin working in the classroom by observing and assisting the Clinical Supervisor, learning the names of students, becoming familiar with the school building, and meeting the school's faculty, and staff. This generally takes about 1-2 weeks. During this time the teacher education candidates will also begin work with individuals and small groups in preparation for the responsibility of teaching an entire class or on a full-day basis. After the first 1-2 weeks, teacher education candidates begin classroom teaching with one class and/or subject, and classes/subjects are then added until the student teacher is teaching all of the Clinical Supervisor's classes. (There may be exceptions to this when the Clinical Supervisor needs to keep one or two classes/subjects because of program requirements and/or specialized training necessary to teach in this area or at this level.) The amount of full-time teaching done by the teacher education candidate is determined by the Clinical Supervisor, University Supervisor, and teacher education candidate. However, full-day teaching for at least half of each placement is the preferred goal. About 1.5 weeks before the end of the placement, the teacher education candidate will begin to turn classes/subjects back over to the Clinical Supervisor. This is usually done over the period of about 1-2 weeks, and teacher education candidates should be using time not teaching to work with groups/individual students and to observe other teachers at the school with their permission.

Some Clinical Supervisors find it challenging to relinquish their classes to a teacher education candidate. If the teacher education candidate is ready to teach but a schedule for taking on classes has not been arranged, the University Supervisor needs to intervene and help set up a schedule for the teacher education candidate to get in the necessary teaching time.

NOTE: In the spring semester, state testing often makes putting a schedule into place a bit of a challenge. To add to this challenge, the candidate **MUST** complete the KU Educator Performance Assessment (KU-EPA), which requires that he/she teach lessons in a unit. The University Supervisor needs to be sure that each candidate she/he is working with has scheduled a sufficient time period for the unit within the first 2 weeks of the spring placement.

Letter of Reference

The teacher education candidate may ask the University Supervisor to write a letter of reference for him/her. Most of the time, this is not a problem as the University Supervisor and the teacher education candidate have developed a positive relationship.

It is important to note, however, that most school districts now require those applying for positions (in this case the teacher education candidates) to upload their letters of reference to the districts they are interested in themselves. In other words, any letter of reference written for a teacher education candidate will be sent to him/her for uploading to the districts of interest. Therefore, the teacher education candidate will personally receive and be able to read any letter written for them. Some University Supervisors do not feel comfortable with this arrangement. If this is the case, simply decline and suggest that they think someone else would be a better choice as a reference.

Some teacher education candidates will ask to use a University Supervisor as a reference. In these cases, the University Supervisor's name and contact information is sent to the school district. The school district will then send an evaluation form via email that can be filled out and filed electronically with the school district. If there is concern about the teacher education candidate seeing the evaluation, check the form for an indication that the person requesting the reference has waived his/her rights to see the evaluation.

WEBSITE INFORMATION

KU School of Education & Human Sciences: <http://www.soe.ku.edu/>

SOEHS Advising Center: <http://soe.ku.edu/students/advising>

Field Placement Office: <http://soe.ku.edu/students/field-experience>

Licensure Office: <http://soe.ku.edu/students/graduation/licensure>

University Career Center: <http://career.ku.edu/>

Praxis: www.ETS.org

Praxis Help: www.praxisprepinfo.com

Kansas State Department of Education: www.ksde.org

-Part V: PERFORMANCE OR PROFESSIONALISM CONCERNS

Procedures for Addressing Teacher Candidate Performance and/or Professionalism Concerns

Many candidates report that student teaching is the most exhilarating, yet most demanding, experience of their teacher preparation program. Despite the rigorous nature of this training, most candidates encounter little or no problems. On occasion, some candidates do require various amounts of assistance beyond the usual support provided by the clinical supervisor and university supervisor.

Any action or change toward correcting unsatisfactory progress or performance of a student teacher may be initiated by the university supervisor, the clinical supervisor, building principal or any combination of KU or school personnel. The following describes the parameters in which such matters should be addressed:

1. Any concerns should first be communicated to the teacher candidate, providing the opportunity for self-reflection and correction. The date and details of this conversation should be documented.
2. If there is no remediation, the candidate, Director of Student Teaching, and supervision team will collaboratively identify specific areas for improvement and construct a written plan of action and a timeline in which progress must be demonstrated. The agreement will also include a statement that unsatisfactory progress could result in early termination of the student teaching placement, removal from the teacher education program or a failing grade. All parties sign this plan of action agreement.
 - a. Within the agreed upon timeline, the involved parties should verify whether the appropriate progress has been made and what evidence supports their determination.
3. If the efforts of these individuals bring little corrective results, or when precipitous performance or behavior makes withdrawal a distinct possibility, the candidate, supervision team, Director of Student Teaching and Chair of Curriculum & Teaching will convene to determine the next course of action. These are including, but not limited to:

- a. Removal from student teaching with or without the opportunity to repeat the experience the following semester
- b. Removal from the teacher education program
- c. Receipt of a failing grade in student teaching

Note: The school (clinical supervisor, principal, or district administrator), may determine that the candidate cannot return to the classroom/school due to his or her performance or behavior, thus ending the student teaching experience. In that situation, we would proceed directly to step 3 described above. Likewise, if any combination of KU or school personnel determines that an emergency situation exists, the candidate will be immediately removed from the assignment.

Procedures for Addressing Clinical or University Supervisor Performance and/or Professionalism Concerns

Sometimes, teacher candidates have concerns about the performance or behavior of their clinical or university supervisor. While it is important for student teachers to be professional and respectful of their supervision team at all times, candidates should always report these issues or concerns to the appropriate parties in a timely manner.

If a teacher candidate has concerns about their **clinical supervisor**, they should first discuss it with their university supervisor. If the teacher candidate still has concerns after communicating with the university supervisor, he or she should contact the Director of Student Teaching. It is important for the candidate to be detailed and specific when describing their concerns.

If a teacher candidate has concerns about their **university supervisor**, he or she should contact the Director of Student Teaching. Again, it is important for the candidate to be detailed and specific when communicating their concerns.

Often, the university supervisor and Director can serve as a mediator to resolve the issue quickly. Rarely, all involved parties agree that the teacher candidate should be reassigned to a new clinical or university supervisor.

APPENDIX

Daily Self-Evaluation Sheet

Make copies as needed for each day

Lesson/Period Taught _____

** One lesson per day should be chosen beforehand by the teacher education candidate. Choose different lessons/periods each day.*

Date _____

High Points of Lesson: Check

Planning _____
Presentation _____
Materials Used _____
Content _____
Presentation _____
Student Understanding _____
Pupil/Teacher Rapport _____
Evaluation of Learning _____
Control _____

Areas Which Could Improve: Check

Planning _____
Presentation _____
Materials Used _____
Content _____
Presentation _____
Student Understanding _____
Pupil/Teacher Rapport _____
Evaluation of Learning _____
Control _____

Comments:

Self-Assessment Instrument

The following instrument is our Formative Assessment used during observations. You can use this as a guide as you prepare to plan and teach your lessons and/or as a self-assessment with any videotapes of yourself teaching.

Candidate: _____ **Grade Level:** _____ **Date:** _____

Directions: Please select a rating and provide feedback & suggestions in the box provided.

* **Rating:** Ineffective (I), Developing (D), Effective (E), & Highly Effective (H) - (see descriptors)

When marking an indicator, the supervisor(s) should mark one of the following:

- **Highly Effective** (Exemplary) – The candidate accomplishes the indicator at the level beyond that of an experienced first year teacher. The highly effective level signifies the candidate is above the target level expected for a candidate (Effective) and convincingly demonstrates exceptional skill for the indicator with the ability to adapt and create new strategies/techniques. Examples/evidence as to how the candidate has achieved the Highly Effective level should be specified in the “Feedback & Suggestions” section associated with the indicator.
- **Effective** (Target) – The candidate accomplishes the indicator at a level reflecting classroom readiness with few minor deficiencies. At this level, the candidate is often (but not always) able to recognize independently when teaching and learning are not going well and able to adapt. The effective level is the expected level of candidate performance by the end of the student teaching/internship semester. Classroom readiness is defined as demonstrating proficiency to assume the professional role of a beginning, first-year teacher.
- **Developing** – The candidate struggles to accomplish the indicator and/or is inconsistent with several minor deficiencies. The candidate may be able to recognize when teaching and learning are not going well but is unable to adapt on her/his own. For this indicator, the candidate does not demonstrate classroom readiness. Suggestions for growth of this indicator should be included in the “Feedback & Suggestions” section associated with the indicator.
- **Ineffective** – The candidate demonstrates a lack of knowledge and/or ineffective implementation of indicator. He/she performs well below the expected level of performance (Effective) with significant deficiencies. Remediation may be necessary for the candidate for this area. Examples of how the candidate needs to improve with specific suggestions for improvement should be included in the “Feedback & Suggestions” section associated with the indicator.

	Components & Indicators	Rating*				Feedback
		I	D	E	H	
Construct 1: Learner & Learning	1.1 The candidate plans instruction based on learning and developmental levels of all students. <i>Planning instruction, aligning instruction with student learning needs, using a variety of approaches/resources, & providing adaptations for instruction.</i>					
	1.2 The candidate recognizes and fosters individual differences to maintain a positive classroom culture. <i>Getting to know all students, creating a culture of respect, & meeting needs of all students.</i>					
	1.3 The candidate maintains a classroom environment conducive to learning. <i>Collaborating with students & establishing a safe, respectful, and academically challenging environment.</i>					
Construct 2: Content Knowledge	2.1 The candidate demonstrates a thorough knowledge of the content. <i>Encouraging use of multiple representations, explanations, and a wide variety of experiences building student understanding.</i>					

	<p>2.2 The candidate provides a variety of innovative applications of knowledge. <i>Using problem solving, critical thinking skills and technology, exploring and delivering content through real world application of knowledge, & collaborating with colleagues to provide cross-curricular opportunities.</i></p>					
Construct 3: Instructional Practice	<p>3.1 The candidate uses methods and techniques that are effective in meeting student needs. <i>Planning rigorous activities, using objectives that align with standards, & meeting needs of students.</i></p>					
	<p>3.2 The candidate uses varied assessments to measure learner progress. <i>Providing opportunities for students to demonstrate learning, using assessment data to inform instruction, & providing feedback that encourages students to take responsibility for the learning.</i></p>					
	<p>3.3 The candidate delivers effective instruction for students. <i>Using a variety of strategies to engage and challenge students, incorporating strategies to differentiate and scaffold instruction, & engaging students in higher order thinking skills.</i></p>					
Construct 4: Professional Responsibility	<p>4.1 The candidate engages in reflection and continuous growth. <i>Engaging in ongoing and purposeful PD, reflecting on practice and seeking PD, & analyzing and reflecting on student data to guide instruction.</i></p>					
	<p>4.2 The candidate participates in collaboration and leadership opportunities. <i>Collaborating with multiple stakeholders, communicating in a variety of ways, & demonstrating leadership skills.</i></p>					
Diversity	<p>InTASC Standard #2 Learning Differences <i>The candidate uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.</i></p>					
Technology	<p>InTASC Standard #3 (3m) Learning Environments <i>The candidate uses technologies and guides learners to apply them in appropriate, safe, and effective ways.</i></p> <p>InTASC Standard #4 (4g) Content Knowledge <i>The candidate uses supplementary resources and technologies effectively to ensure accessibility and relevance for all learners.</i></p>					

Beyond the Classroom:

School-Related Experiences for Investigation

Being a teacher requires more than just expert skills in the classroom. The well-prepared teacher knows many more things about the structure of the school and its district, the school's internal and external dynamics, established and required procedures for any number of needs or instances, etc. While you are in your student teaching/internship placement, take time to investigate the following about your cooperating school. Understanding how to find this information and its importance will help you become a more successful teacher as you move through your career.

**Adapted from the Western Kentucky University's Student Teaching Handbook*

1. Administrators
 - a. Who are they?
 - b. What are their chief duties?
 - c. What is the responsibility of the teacher to them?

2. School Plant
 - a. What is the general physical layout?
 - b. What playground and gymnasium facilities exist?
 - c. What office facilities are available?
 - d. How is the cafeteria operated?
 - e. For what purpose is the auditorium used?
 - f. Is there a teacher's lounge/workroom?

3. Equipment and Materials
 - a. What provisions are made for textbooks?
 - b. What audio-visual/technology equipment is available?
 - c. What supplies are available for the teacher?
 - d. What provisions are made for the use of technology?

4. Curriculum
 - a. What courses are offered?
 - b. What courses are required?
 - c. What are the requirements for graduation?
 - d. Are special courses or programs available for exceptional children?
 - e. What modifications are made to accommodate for student diversity?

5. Guidance
 - a. What personnel are involved?
 - b. What is the testing program?
 - c. What student records are maintained?
 - d. Is there an orientation program for new students?
 - e. What provisions are made for exceptional students?
 - f. Is there a follow-up of students after graduation?
 - g. Is there a group guidance program?

6. Library/Technology Center
 - a. What are the facilities?
 - b. What are the procedures for student use of the library/technology center? For teachers?
 - c. By what means is the library stocked?

7. Grading and Reporting
 - a. On what basis are grades determined?
 - b. How are reports made to parents?
 - c. What provisions are made for parent-teacher conferences?

8. Health Service
 - a. What examinations are given? How often?
 - b. What is the relation to social agencies and city-county health department?
 - c. What provisions are made for illness or accidents at school?

9. Student Government
 - a. What activities exist?
 - b. How are they organized?
 - c. How many participate?
 - d. What is their relationship to the school program?
 - e. How are these activities financed?

10. Extra-Curricular Activities
 - a. What activities exist?
 - b. How are they organized?
 - c. How many participate?
 - d. What is their relationship to the school program?
 - e. How are these activities financed?

11. Professional Organization
 - a. What are the nature and function of the faculty meetings?
 - b. What in-service programs are offered?
 - c. What local professional organizations exist?
 - d. What professional services are offered?

12. Community Relations
 - a. What parent groups function?
 - b. What community agencies are involved with the school program?
 - c. How is the community kept abreast of school activities?
 - d. What steps have been taken to involve/prepare diverse cultures?

Lesson Plan Format

Lesson Title/Topic			
	Name: <i>This is the name of the creator of the lesson plan.</i>	Content Area(s): <i>This may be plural to allow for integration of content areas or thematic units/lessons.</i>	Unit: <i>If part of an overall unit, provide the topic/title.</i>
	Date(s):	Grade Level(s):	Time Frame:
Planned...	...with cooperating teacher _____ ... with partner/team _____ ...independently _____		
Standard(s)	<p>1. <i>Standards are curricular standards from national, state, district or professional sources. Sources of standards should be selected based on course, assignment, district, and/or state requirements. Sources of standards should be provided along with tags/codes and worded descriptions. Copy and paste the full standard with indicators; do not just include the identifying numbers and letters.</i></p>		
Learning Objective(s) & Level(s) of Bloom's	<p>Learning Objective(s):</p> <p>1. <i>Learning objectives should be derived from and align with the curricular standards listed above.</i></p> <p><i>They should be measurable/observable, and they should describe what the learners should be able to do as a result of the lesson.</i></p>	<p>Level of Bloom's Taxonomy or DOK:</p> <p>1. <i>For each objective, depending on course/assignment or school/district requirements, identify the level of Bloom's Taxonomy or Depth of Knowledge (DOK).</i></p>	
Anticipatory Set & Closure	<p>1. <i>How will you focus and engage the learners at the beginning of your lesson? Activate schema and create links to previous lessons if necessary?</i></p> <p>2. <i>Describe what you will use for motivation and to "hook" into previous learning that has occurred.</i></p>	<p>Closure: <i>Focus on the objectives and summarize what the students should have learned, connecting this to material that will be coming in the NEXT lesson.*</i> <u><i>Include the approximate amount of time you have planned for the closure.</i></u></p>	
Essential/Guiding Questions			
Materials Needed	For Students:	For Teacher:	
Technology Used	By Students:	By Teacher:	

Instructional Strategies/ Activities & Student Arrangements	Instructional Strategies/Structures: 1. <i>List the strategies you will use to engage students, such as modeling, direct instruction, guided discussion, cooperative-learning groups, inquiry-based instruction, think-pair-share, content reading strategies, etc. You will describe specific activities for these strategies in the “Lesson Sequence” section below.</i>	Student Arrangements: 1. <i>For each instructional strategy, describe how and where students will be grouped, e.g. whole-group on the reading carpet, in partners at their regular seats, individually in student-selected spots, etc.</i>
Learner Needs/ Exceptionalities/ Extensions & Teacher Responses	Description of Need/Exceptionalities: 1. <i>Describe learning needs for individual, groups and/or the entire class of students. Student “needs” may include the following: social, emotional, and/or cognitive needs; learning differences/disabilities, both identified and observed; language barriers, such as limited English proficiency or differences in dialect; cultural considerations or mis/underrepresentation in curricula; out-of-school factors, such as lack of resources or opportunities; behavioral challenges; etc. This section may be tiered according to MTSS/RTI. How you frame this section and the needs/exceptionalities you describe may depend on course and classroom requirements. Student first names may be used to increase specificity.</i>	Response/Accommodations/Modifications: 1. <i>Describe how the instructor(s) will specifically meet/address each of the described student needs/exceptionalities. Teacher responses may be general and referenced to the “Instructional Strategies” above, or may be described as particular accommodations/modifications made to learning activities, assignments, materials, sources of information, student arrangements, supervision, etc. Be as specific as possible in your response descriptions; include rigorous, evidence-based strategies and interventions; and avoid shallow or vague interventions, such as “checking-in” or “working with a para.”</i>
Keywords/ Vocabulary and/or Language Objective	<i>Describe vocabulary and terms that must be understood in order to complete the lesson. A language objective may be included for ESOL learners and/or language-specific standards.</i>	
Lesson Sequence	1. <i>This is the “main” section for the lesson plan. Describe all activities, for teacher(s) and students, in clear and sequential steps/components. A variety of lesson plan/learning experience/project-based approaches may be employed. Possible models include, but are not limited to, the following:</i> <i>The Madeline Hunter approach:</i> 1. <i>Anticipatory Set</i>	

	<ol style="list-style-type: none"> 2. <i>Pre-Assessment</i> 3. <i>Instructional Phase (with above included strategies)</i> 4. <i>Guided Practice</i> 5. <i>Independent Practice (or homework)</i> 6. <i>Post-Assessment</i> 7. <i>Lesson Closure</i> <p><i>5E or 6 E formats:</i></p> <ol style="list-style-type: none"> 1. <i>Emphasis (for 6E)</i> 2. <i>Engagement</i> 3. <i>Exploration</i> 4. <i>Explanation</i> 5. <i>Extensions</i> 6. <i>Evaluation</i> 	
Forms of Assessment/ Evaluation	Name & Form: 1. <i>Briefly list both formative and summative assessments for this lesson. These descriptors could also include pre- and post-assessments, as well as formal and informal assessments. For this section, simply provide the name and type of assessment, e.g. "small-group conferences – formative" or "Exit Slip – summative."</i>	Description: 1. <i>Provide a brief description of each assessment, including both student and teacher activities/roles, e.g. "students will submit completed graphs and teacher will assess scores according to provided rubric (see attached)."</i>
Safety Considerations	<i>PE classes, field trips, chemistry labs, dangerous materials, internet safety, etc. are all considerations for this category.</i>	
Sources	<i>Cite all sources used in the creation of this plan for 1) access and 2) academic honesty.</i>	
Post-Lesson Comments/ Reflection	<i>Requirements for this section may differ. The following questions may be considered in writing your reflection: Who was this lesson designed for/taught to (provide location, class period, supervising teacher, group of learners, class characteristics, etc.)? What went well and why? What did not go so well and why? What will you do differently the next time and why?</i>	

